

# Childminder Report

**Inspection date**

21 February 2017

Previous inspection date

18 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder uses her evaluations of her provision and children's activities effectively to reflect on her practice. She identifies priorities for improvement, which supports children to make good progress from their starting points.
- The childminder makes good use of outdoor experiences to help children learn about nature. The exciting, well-equipped garden stimulates children's learning effectively. For example, children thoroughly enjoy exploring the garden to complete a 'Spring scavenger' hunt and show great interest in their discoveries.
- The childminder gains a wealth of information from parents when children first start with her, to help her successfully support children's emotional well-being. Parents continue to share children's achievements at home, which the childminder uses well to support her comprehensive planning and assessment processes.
- Children gain good communication and language skills. Older children are confident communicators. For example, they respond clearly to the childminder's skilful questioning when sharing an animal encyclopaedia.

### It is not yet outstanding because:

- At times, the childminder does not support children's understanding of expectations and help them to assess risk and engage in practices that keep them safe.
- The childminder sometimes misses opportunities to help children solve problems through trial and error to support their critical thinking.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- provide further support for children to understand expectations, assess potential risks and understand practices that help them to stay safe
- encourage children to do age-appropriate tasks and solve problems for themselves.

### Inspection activities

- The inspector observed the childminder's interactions with children and the quality of her teaching.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including children's assessment records, the childminder's self-evaluation, and her policies and procedures.
- The inspector spoke with the childminder about her understanding of the early years foundation stage requirements.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection issues and is clear about the process of reporting any concerns about children's welfare. The childminder uses her risk assessments and procedures effectively to protect children on outings and support their understanding of road safety. The childminder progresses her teaching skills effectively. She regularly attends professional meetings and shares ideas with other childminders to improve her practice. For example, she has explored exciting ways to support children's understanding of people and communities.

### Quality of teaching, learning and assessment is good

The childminder makes good use of training, her knowledge of what children can do and how they learn to identify their next steps in learning. She monitors children's progress efficiently from their starting points, identifying any gaps to support children's learning further. Since the last inspection, the childminder has helped children to recognise words and signs to support their literacy skills. For example, she uses laminated pictures and words to involve all children in a 'scavenger' hunt. Young children follow instructions well. They keenly find items and the childminder extends their curiosity further. For example, she questions them why they think the snail shell is empty or where bugs may be hiding.

### Personal development, behaviour and welfare are good

Children have a good sense of belonging in the childminder's welcoming home, where they make choices about their play from a wide range of resources. For example, the childminder values children's ideas and helps them make a 'dinosaur world' to support their imaginative play. The childminder uses opportunities that arise well to help children identify their emotions and to talk about their own feelings, for example, when they share stories. Children show pride in their achievements and receive praise, for example, when they carry a jug of water to the trough without spilling it. The childminder knows children well and meets their care needs effectively.

### Outcomes for children are good

Children progress well to gain the skills required for their next steps in learning. Children are polite and build good relationships. They become independent from a young age. For example, they lay the table for mealtimes and help prepare the fruit, using knives safely. Young children are keen to learn and confidently add resources to their play. For example, they show good small-muscle skills and coordination as they carefully join small slices of numbered logs to create a road to push their toy vehicles along. Children show a keen interest in books and listen well.

## Setting details

<b>Unique reference number</b>	EY386497
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1071097
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Portishead, North Somerset. The childminding service operates on Monday to Thursday throughout the year. The childminder holds an early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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